

# THE SCHOOL TO PRISON PIPELINE STRUCTURING LEGAL REFORM

## **The School-to-Prison Pipeline**

Examines the relationship between the law and the school-to-prison pipeline, argues that law can be an effective weapon in the struggle to reduce the number of children caught, and discusses the consequences on families and communities.

## **The School-to-Prison Pipeline**

School to prison pipeline: education on lockdown -- School to prison pipeline: education, race, and social control -- School to prison pipeline: segregated schools, sociopolitical shifts and education under siege -- School to prison pipeline: the context of social control -- School to prison pipeline and racialized control in the era of color blindness -- School to prison pipeline and the prison industrial complex: profit, race and the prison track -- School to prison pipeline and the medical industrial complex: race and the double standards of diagnosis -- School to prison pipeline: punitive policies and transformative alternatives -- Criminalized education, schoolhouse as jailhouse -- Education not incarceration: ending the school to prison pipeline

## **Disrupting the School-to-Prison Pipeline**

A trenchant and wide-ranging look at this alarming national trend, *Disrupting the School-to-Prison Pipeline* is unsparing in its account of the problem while pointing in the direction of meaningful and much-needed reforms. The “school-to-prison pipeline” has received much attention in the education world over the past few years. A fast-growing and disturbing development, it describes a range of circumstances whereby “children are funneled out of public schools and into the juvenile and criminal justice systems.” Scholars, educators, parents, students, and organizers across the country have pointed to this shocking trend, insisting that it be identified and understood—and that it be addressed as an urgent matter by the larger community. This new volume from the Harvard Educational Review features essays from scholars, educators, students, and community activists who are working to disrupt, reverse, and redirect the pipeline. Alongside these authors are contributions from the people most affected: youth and adults who have been incarcerated, or whose lives have been shaped by the school-to-prison pipeline. Through stories, essays, and poems, these individuals add to the book’s comprehensive portrait of how our education and justice systems function—and how they fail to serve the interests of many young people.”

## **The School to Prison Pipeline**

This edited volume focuses on the role that school climate and disciplinary practices have on the educational and social experiences of students of color.

## **Justice for Kids**

“An important book at an important time.” —Choice “Remarkable and sobering. . . . Educators, policymakers, and advocates all should find this book as motivating as it is disturbing: for every reason it gives to despair about the current system, it also reveals a pathway toward a far less populated system of juvenile justice, one that actually helps children rather than harms them.” —Daniel Losen, co-author of *The*

School-to-Prison Pipeline: Structuring Legal Reform Children and youth become involved with the juvenile justice system at a significant rate. While some children move just as quickly out of the system and go on to live productive lives as adults, other children become enmeshed in the system, developing deeper problems and at times introduced into the adult criminal justice system. *Justice for Kids* is a volume edited by leading academics and activists that focuses on ways to intervene at the earliest possible point to rehabilitate and redirect—to keep kids out of the system—rather than to punish and drive kids deeper. In the *Families, Law, and Society* series Contributors: Shay Bilchik, Brian R. Barber, Benjamin Cairns, David Domenici, Nancy E. Dowd, Jeffrey Fagan, James Forman, Jr., Joseph C. Gagnon, Theresa Glennon, Thalia N.C. González, Leslie Joan Harris, David R. Katner, KharyLazarre-White, Thomas A. Loughran, Thomas P. Mulvey, Kenneth B. Nunn, Vanessa Patino, Alex R. Piquero, Lawanda Ravoira, Stephen M. Reba, Sarah Valentine, Randee J. Waldman, and Barbara Bennett Woodhouse Nancy Dowd is Director of the Center for Children and Families at the University of Florida Fredric G. Levin College of Law and holds the David H. Levin Chair in Family Law. She is the author of several books, most recently *The Man Question: Male Subordination and Privilege* (NYU Press).

## **Reforming Juvenile Justice**

Adolescence is a distinct, yet transient, period of development between childhood and adulthood characterized by increased experimentation and risk-taking, a tendency to discount long-term consequences, and heightened sensitivity to peers and other social influences. A key function of adolescence is developing an integrated sense of self, including individualization, separation from parents, and personal identity. Experimentation and novelty-seeking behavior, such as alcohol and drug use, unsafe sex, and reckless driving, are thought to serve a number of adaptive functions despite their risks. Research indicates that for most youth, the period of risky experimentation does not extend beyond adolescence, ceasing as identity becomes settled with maturity. Much adolescent involvement in criminal activity is part of the normal developmental process of identity formation and most adolescents will mature out of these tendencies. Evidence of significant changes in brain structure and function during adolescence strongly suggests that these cognitive tendencies characteristic of adolescents are associated with biological immaturity of the brain and with an imbalance among developing brain systems. This imbalance model implies dual systems: one involved in cognitive and behavioral control and one involved in socio-emotional processes. Accordingly adolescents lack mature capacity for self-regulations because the brain system that influences pleasure-seeking and emotional reactivity develops more rapidly than the brain system that supports self-control. This knowledge of adolescent development has underscored important differences between adults and adolescents with direct bearing on the design and operation of the justice system, raising doubts about the core assumptions driving the criminalization of juvenile justice policy in the late decades of the 20th century. It was in this context that the Office of Juvenile Justice and Delinquency Prevention (OJJDP) asked the National Research Council to convene a committee to conduct a study of juvenile justice reform. The goal of *Reforming Juvenile Justice: A Developmental Approach* was to review recent advances in behavioral and neuroscience research and draw out the implications of this knowledge for juvenile justice reform, to assess the new generation of reform activities occurring in the United States, and to assess the performance of OJJDP in carrying out its statutory mission as well as its potential role in supporting scientifically based reform efforts.

## **Closing the School Discipline Gap**

Educators remove over 3.45 million students from school annually for disciplinary reasons, despite strong evidence that school suspension policies are harmful to students. The research presented in this volume demonstrates that disciplinary policies and practices that schools control directly exacerbate today's profound inequities in educational opportunity and outcomes. Part I explores how suspensions flow along the lines of race, gender, and disability status. Part II examines potential remedies that show great promise, including a district-wide approach in Cleveland, Ohio, aimed at social and emotional learning strategies. *Closing the School Discipline Gap* is a call for action that focuses on an area in which public schools can and should

make powerful improvements, in a relatively short period of time. Contributors include Robert Balfanz, Jamilia Blake, Dewey Cornell, Jeremy D. Finn, Thalia González, Anne Gregory, Daniel J. Losen, David M. Osher, Russell J. Skiba, Ivory A. Toldson “Closing the School Discipline Gap can make an enormous difference in reducing disciplinary exclusions across the country. This book not only exposes unsound practices and their disparate impact on the historically disadvantaged, but provides educators, policymakers, and community advocates with an array of remedies that are proven effective or hold great promise. Educators, communities, and students alike can benefit from the promising interventions and well-grounded recommendations.” —Linda Darling-Hammond, Charles E. Ducommun Professor of Education, Stanford University “For over four decades school discipline policies and practices in too many places have pushed children out of school, especially children of color. Closing the School Discipline Gap shows that adults have the power—and responsibility—to change school climates to better meet the needs of children. This volume is a call to action for policymakers, educators, parents, and students.” —Marian Wright Edelman, president, Children’s Defense Fund

## **Girl Time**

This original account is based on the author’s experiences with incarcerated girls participating in Girl Time, a program created by a theatre company that conducts playwriting and performance workshops in youth detention centers. In addition to examining the lives of these and other formerly incarcerated girls, Girl Time shares the stories of educators who dare to teach children who have been “thrown away” by their schools and society. The girls, primarily African American teens, write their own plays, learn ensemble-building techniques, explore societal themes, and engage in self analysis as they prepare for a final performance. The book describes some of the girls and their experiences in the program, examines the implications of the school-to-prison pipeline, and offers ways for young girls to avoid incarceration. Readers will learn how the lived experiences of incarcerated girls can inform their teaching in public school classrooms and the teaching of literacy as a civil and human right. “Winn brings to mind theories of play and performance that rarely enter the professional preparation for teachers at the secondary level.” —Shirley Brice Heath, Stanford University “In the brilliant hands of Maisha T. Winn, Girl Time harvests seeds and stories about girls living in juvenile settings. . . . Penned in the ink of love, awe, despair, and dignity, the volume swings between documentary and possibility.” —From the Afterword by Michelle Fine, Graduate Center, CUNY

## **The School-To-Prison Pipeline**

Print+CourseSmart

## **Police in the Hallways**

Exposing the deeply harmful impact of street-style policing on urban high school students

## **Ending the School-to-prison Pipeline**

A groundswell of interest has led to significant advances in understanding and using Culturally Responsive Arts Education to promote social justice and education. This landmark volume provides a theoretical orientation to these endeavors. Examining a range of efforts across different forms of art, various educational settings, and diverse contexts, it foregrounds the assets of imagination, creativity, resilience, critique and cultural knowledge, working against prevailing understandings of marginalized groups as having deficits of knowledge, skills, or culture. Emphasizing the arts as a way to make something possible, it explores and illustrates the elements of social justice arts education as “a way out of no way” imposed by dominance and ideology. A set of powerful demonstrations shows how this work looks in action. Introductions to the book as a whole and to each section focus on how to use the chapters pedagogically. The conclusion pulls back the chapters into theoretical and pedagogical context and suggests what needs done to be done practically, empirically, and theoretically, for the field to continue to develop.

## **Culturally Relevant Arts Education for Social Justice**

Disabling the School-to-Prison Pipeline interrogates how the school-to-prison pipeline operates for young people receiving special education services. Interviews with those directly affected suggest new ways of thinking about the problems facing special education.

## **Disabling the School-to-Prison Pipeline**

As much as Americans believe in the promise of an egalitarian, color-blind society, the reality is far from that ideal. People of color consistently lag behind their white counterparts in key quality-of-life areas. Despite many significant gains, widespread structural inequalities continue to exist and thrive. *Race and Social Problems* takes the long view of this state of affairs, offering both multi-level analysis and a practical blueprint for social justice. It begins by explaining how race-related social problems have changed over the decades. This volume identifies factors contributing to their persistence in this century, most notably the central role of economic disparities in exacerbating related social problems and replicating them for future generations. The chapters expand on this knowledge by detailing innovative and successful strategies for addressing aspects of six major areas of inequality: Poverty: challenging standard American concepts of poverty. Education: approaches toward closing the achievement gap. Intergroup relations: enhancing race dialogues. Family and lifespan: programs targeting families, youth, and elderly. Criminal justice: reducing incarceration and increasing public safety. Health and mental health: promoting positive outcomes. *Race and Social Problems* casts a wide net across the most pressing social issues, clarifying both the immediate and larger tasks ahead for a range of professionals in such diverse fields as social work, anthropology, communications, criminology, economics, history, law, political science, psychology, public health, and sociology.

## **Race and Social Problems**

Currently, both the status quo of public education and the "No Excuses" Reform policies are identical. The reform offers a popular and compelling narrative based on the meritocracy and rugged individualism myths that are supposed to define American idealism. This volume will refute this ideology by proposing Social Context Reform, a term coined by Paul Thomas which argues for educational change within a larger plan to reform social inequity—such as access to health care, food, higher employment, better wages and job security. Since the accountability era in the early 1980s, policy, public discourse, media coverage, and scholarly works have focused primarily on reforming schools themselves. Here, the evidence that school-only reform does not work is combined with a bold argument to expand the discourse and policy surrounding education reform to include how social, school, and classroom reform must work in unison to achieve goals of democracy, equity, and opportunity both in and through public education. This volume will include a wide variety of essays from leading critical scholars addressing the complex elements of social context reform, all of which address the need to re-conceptualize accountability and to seek equity and opportunity in social and education reform.

## **Social Context Reform**

*From Education to Incarceration: Dismantling the School-to-Prison Pipeline* is a ground-breaking book that exposes the school system's direct relationship to the juvenile justice system. The book reveals various tenets contributing to unnecessary expulsions, leaving youth vulnerable to the streets and, ultimately, behind bars.

## **From Education to Incarceration**

Introduction: Confronting the School-to-Prison Pipeline: Journeys to Racial Justice Organizing -- The School-to-Prison Pipeline: Criminalization as Racial Domination and Control -- "Nationalizing local

struggles:\

Community Organizing and Social Justice Movements -- \

There is no national without the local:\

Building a National Movement Grounded in Local Organizing -- The Prevention of Schoolhouse to Jailhouse: Intergenerational Community Organizing in Mississippi -- Challenging Criminalization in Los Angeles: Building a Broad and Deep Movement to End the School-to-Prison Pipeline -- From the Local to the State: Youth-led Organizing in Chicago -- The Movement Spreads: Organizing in Small Cities, Suburbs and the South -- The Movement Expands: Police-Free Schools, Black Girls Matter and restorative Justice -- Conclusion: Organizing and Movement-Building for Racial and Educational justice.

## **Willful Defiance**

This volume examines the school-to-prison pipeline, a concept that has received growing attention over the past 10–15 years in the United States. The “pipeline” refers to a number of interrelated concepts and activities that most often include the criminalization of students and student behavior, the police-like state found in many schools throughout the country, and the introduction of youth into the criminal justice system at an early age. The school-to-prison pipeline negatively and disproportionately affects communities of color throughout the United States, particularly in urban areas. Given the demographic composition of public schools in the United States, the nature of student performance in schools over the past 50 years, the manifestation of school-to-prison pipeline approaches pervasive throughout the country and the world, and the growing incarceration rates for youth, this volume explores this issue from the sociological, criminological, and educational perspectives. Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline has contributions from scholars and practitioners who work in the fields of sociology, counseling, criminal justice, and who are working to dismantle the pipeline. While the academic conversation has consistently called the pipeline ‘school-to-prison,’ including the framing of many chapters in this book, the economic and market forces driving the prison-industrial complex urge us to consider reframing the pipeline as one working from ‘prison-to-school.’ This volume points toward the tensions between efforts to articulate values of democratic education and schooling against practices that criminalize youth and engage students in reductionist and legalistic manners.

## **Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline**

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This is a hopeful but complicated era for those with ambitions to reform the juvenile courts and youth-serving public institutions in the United States. As advocates plea for major reforms, many fear the public backlash in making dramatic changes. Choosing the Future for American Juvenile Justice provides a look at the recent trends in juvenile justice as well as suggestions for reforms and policy changes in the future. Edited by Franklin E. Zimring and David S. Tanenhaus, two of the leading scholars on juvenile justice, and with contributors who are among the key experts on each issue, this essential volume focuses on the most pressing issues of the day: the impact of neuroscience on our understanding of brain development and subsequent sentencing, the relationship of schools and the police, the issue of the school-to-prison pipeline, the impact of immigration, the privacy of juvenile records, and the need for national policies - including registration requirements - for juvenile sex offenders. Choosing the Future for American Juvenile Justice is not only a timely collection, based on the most current research. It is also a forward-thinking volume that anticipates the needs for substantive changes in juvenile justice, linking the key current tasks of reform with a sustained analyses of the political strategies and rhetorical appeals that can make change happen\

--Unedited summary from book cover.

## **Choosing the Future for American Juvenile Justice**

Examines the law governing American education and proposes social constructivist pedagogy as a model for reform efforts.

## **Badges and Incidents**

Being Bad will change the way you think about the social and academic worlds of Black boys. In a poignant and harrowing journey from systems of education to systems of criminal justice, the author follows her brother, Chris, who has been designated a “bad kid” by his school, a “person of interest” by the police, and a “gangster” by society. Readers first meet Chris in a Chicago jail, where he is being held in connection with a string of street robberies. We then learn about Chris through insiders’ accounts that stretch across time to reveal key events preceding this tragic moment. Together, these stories explore such timely issues as the under-education of Black males, the place and importance of scapegoats in our culture, the on-the-ground reality of zero tolerance, the role of mainstream media in constructing Black masculinity, and the critical relationships between schools and prisons. No other book combines rigorous research, personal narrative, and compelling storytelling to examine the educational experiences of young Black males. Book Features: The natural history of an African American teenager navigating a labyrinth of social worlds. A detailed, concrete example of the school-to-prison pipeline phenomenon. Rare insights of an African American family making sense of, and healing from, school wounds. Suggested resources of reliable places where educators can learn and do more. “Other books have focused on the school-to-prison pipeline or the educational experiences of young African American males, but I know of none that bring the combination of rigorous research, up-close personal vantage point, and skilled storytelling provided by Laura in Being Bad.” —Gregory Michie, Chicago public school teacher, author of *Holler If You Hear Me*, senior research associate at the Center for Policy Studies and Social Justice, Concordia University Chicago “Refusing to separate the threads that bind the oppressive fabric of contemporary urban life, Laura has crafted a story that is at once astutely critical, funny, engaging, tearful, dialogue-filled, profoundly theoretical, despairing, and filled with hope. Being Bad is a challenge and a gift to students, families, policymakers, soon-to-be teachers, social workers, and ethnographers.” —Michelle Fine, distinguished professor, Graduate Center, CUNY “Perhaps more than any other study on this topic, this book brings to life the complicated, fleshed, lived experience of those most directly and collaterally impacted by the politics of schooling and its relationship to our growing prison nation.” —Garrett Albert Duncan, associate professor of Education and African & African-American Studies, Washington University in St. Louis

## **Being Bad**

'Sexual Orientation, Gender Identity, and Schooling' brings together contributions from a diverse group of researchers, policy analysts, and education advocates from around the world to synthesize the practice and policy implications of research on sexual orientation, gender identity, and schooling.

## **Sexual Orientation, Gender Identity, and Schooling**

This cutting-edge book examines the unique issues that transgender identities face globally in the criminal processing system through empirical and theoretical contributions. The contributing authors range from established transgender scholars, transgender equality rights activists, transgender policy influencers, researchers from non-profit groups, and former criminal justice practitioners. The book covers many under-developed issues for transgender identities like criminalization, victimization, court experiences, law enforcement and the policing of gender, the school to prison pipeline, and incarceration. It provides a significant advancement in queer criminology and trans studies globally.

## **Transgender People and Criminal Justice**

Truly international in scope, this Handbook focuses on approaches to discipline, surveillance and social control from around the world, critically examining the strategies and practices schools employ to monitor students and control their behavior. Bringing together leading scholars from a range of disciplinary backgrounds, the chapters scrutinize, analyze and compare schools' practices across the globe, providing a critical review of existing evidence, debates and understandings, while looking forward to address emerging important questions and key policy issues. The chapters are divided into four sections. Part 1 offers accounts of international trends in school discipline, surveillance and punishment; Part 2 examines the merging of

school strategies with criminal justice practices; Part 3 focuses on developments in school technological surveillance; and Part 4 concludes by discussing restorative and balanced approaches to school discipline and behavior management. As the first Handbook to draw together these multiple themes into one text, and the first international comparative collection on school discipline, surveillance and social control, it will appeal to scholars across a range of fields including sociology, education, criminology, critical security studies and psychology, providing a unique, timely, and indispensable resource for undergraduate educators and researchers.

## **The Palgrave International Handbook of School Discipline, Surveillance, and Social Control**

Adolescence is a distinct, yet transient, period of development between childhood and adulthood characterized by increased experimentation and risk-taking, a tendency to discount long-term consequences, and heightened sensitivity to peers and other social influences. A key function of adolescence is developing an integrated sense of self, including individualization, separation from parents, and personal identity. Experimentation and novelty-seeking behavior, such as alcohol and drug use, unsafe sex, and reckless driving, are thought to serve a number of adaptive functions despite their risks. Research indicates that for most youth, the period of risky experimentation does not extend beyond adolescence, ceasing as identity becomes settled with maturity. Much adolescent involvement in criminal activity is part of the normal developmental process of identity formation and most adolescents will mature out of these tendencies. Evidence of significant changes in brain structure and function during adolescence strongly suggests that these cognitive tendencies characteristic of adolescents are associated with biological immaturity of the brain and with an imbalance among developing brain systems. This imbalance model implies dual systems: one involved in cognitive and behavioral control and one involved in socio-emotional processes. Accordingly adolescents lack mature capacity for self-regulations because the brain system that influences pleasure-seeking and emotional reactivity develops more rapidly than the brain system that supports self-control. This knowledge of adolescent development has underscored important differences between adults and adolescents with direct bearing on the design and operation of the justice system, raising doubts about the core assumptions driving the criminalization of juvenile justice policy in the late decades of the 20th century. It was in this context that the Office of Juvenile Justice and Delinquency Prevention (OJJDP) asked the National Research Council to convene a committee to conduct a study of juvenile justice reform. The goal of *Reforming Juvenile Justice: A Developmental Approach* was to review recent advances in behavioral and neuroscience research and draw out the implications of this knowledge for juvenile justice reform, to assess the new generation of reform activities occurring in the United States, and to assess the performance of OJJDP in carrying out its statutory mission as well as its potential role in supporting scientifically based reform efforts.

### **Reforming Juvenile Justice**

*Juvenile Delinquency: Pathways and Prevention* explores the pivotal roles that family, trauma, mental health, and schools have on juvenile delinquency, while exploring opportunities for prevention and intervention. Authors Christopher A. Mallett and Miyuki Fukushima Tedor draw from years of experience working with juvenile offenders to shed light on the nature of delinquency and the diverse pathways to juvenile delinquency, while offering evidence-based techniques for preventing and rehabilitating youthful offenders. Clear explanations of the concepts and thought-provoking case studies move students beyond memorization—encouraging them to think critically about juvenile delinquency and make recommendations for better practices and policies.

### **Special Education and the Juvenile Justice System**

After conducting a comprehensive literature search, the authors undertook a meta-analysis to examine the association between correctional education and reductions in recidivism, improvements in employment after

release from prison, and other outcomes. The study finds that receiving correctional education while incarcerated reduces inmates' risk of recidivating and may improve their odds of obtaining employment after release from prison.

## **Juvenile Delinquency**

First published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

## **Evaluating the Effectiveness of Correctional Education**

This timely Research Handbook offers significant insights into an understudied subject, bringing together a broad range of socio-legal studies of medicine to help answer complex and interdisciplinary questions about global health – a major challenge of our time.

## **Contradictions of School Reform**

The PK-12 education system in the United States suffers from anti-democratic and authoritarian ideologies, policies, and power structures, leading to limited educational access and oppressive disciplinary practices for marginalized communities. PK-12 Professionals' Narratives of Working as Advocates Impacting Today's Schools offer a powerful solution to these challenges. This book comprises a collection of counter-narratives that empower educators, counselors, and stakeholders to challenge and disrupt the anti-democratic and authoritarian forces prevalent in schools. By sharing personal experiences, strategies, and recommendations, the book inspires academic scholars to reflect, (re)learn, and take action to support students, communities, and personal growth. It serves as a critical teaching tool, encouraging professionals to reimagine their practices and collaborate with others in creating inclusive, equitable, and transformative educational environments. PK-12 Professionals' Narratives of Working as Advocates Impacting Today's Schools present a path toward dismantling oppressive structures, ultimately advocating for an education system that prioritizes the needs and voices of all learners.

## **Research Handbook on Socio-Legal Studies of Medicine and Health**

"Social (In)Justice and Mental Health introduces readers to the concept of social justice and role that social injustice plays in the identification, diagnosis, and management of mental illnesses and substance use disorders. Unfair and unjust policies and practices, bolstered by deep-seated beliefs about the inferiority of some groups, has led to a small number of people having tremendous advantages, freedoms, and opportunities, while a growing number are denied those liberties and rights. The book provides a framework for thinking about why these inequities exist and persist and provides clinicians with a road map to address these inequalities as they relate to racism, the criminal justice system, and other systems and diagnoses. Social (In)Justice and Mental Health addresses the context in which mental health care is delivered, strategies for raising consciousness in the mental health profession, and ways to improve treatment while redressing injustice"--

## **PK-12 Professionals' Narratives of Working as Advocates Impacting Today's Schools**

This book reviews broad social changes affecting youth development and the inconsistency of the legal system in updating its approach to adolescents' rights. Legal experts examine current adolescent protections and offer research-based proposals for revising laws that underserve or criminalize youth under the rubric of protection. Focusing on the key areas of technology and media, education, and personal relationships, chapters discuss legal responses to a range of challenges impacting young people, including sexual exploitation, the right to privacy, military family issues, and the school-to-prison pipeline. The book's nuanced concept of legal protection credits youth with greater competence than currently afforded, in hope



that adolescents can take more ownership of their evolving lives in a rapidly changing society. Topics featured in this volume include: How to balance freedom of expression with adolescents' right to data protection. The sexualization of media and its effects on youth attitudes and behaviors. The rising phenomenon of teenage sexting. Protecting students' sexual identity in private schools. Youth sex and labor trafficking and possible solutions to alleviate the widespread crime. *Adolescents, Rapid Social Change, and the Law* is a must-have resource for researchers and professors, clinicians and related professionals as well as graduate students in developmental psychology, family studies, public health, educational policy and politics, and social policy.

## **Social (In)Justice and Mental Health**

Essays that broaden and deepen our understanding of the nature of the civic, the relation of civic learning to civic action, and the realization of the civic mission of higher education

## **Adolescents, Rapid Social Change, and the Law**

2020 Finalist for Book of the Year Award, North American Society of Social and Political Philosophy (NASSP) This book examines the philosophical, motivational, and practical challenges of education theory, policy, and practice in the twenty-first century. There is a loud and persistent drum beat of support for schools, for citizenship, for diversity and inclusion, and increasingly for labor market readiness with very little critical attention to the assumptions underlying these agendas, let alone to their many internal contradictions. Merry does not neglect the historical, comparative international context so essential to better understanding where we are, as well as what is attainable in terms of educational justice. He argues that we must constructively critique some of our most cherished beliefs about education if we are to save the hope of real justice from the rhetoric of imagined justice.

## **Civic Values, Civic Practices**

Prominent educators and researchers propose that schooling should be a site for sustaining cultural practices rather than eradicating them. Chapters present theoretically grounded examples of how schools can support Black, Indigenous, Latinx, Asian/Pacific Islander, South African, and immigrant students as part of a collective movement towards educational justice in a changing world.

## **Educational Justice**

"Arguing that the school-to-prison pipeline is "one of the most urgent educational issues of our time," this volume seeks to (1) examine how and why increasing numbers of students, disproportionately youth of color, are being taken from our schools into our prisons and (2) consider what school-based educators can do to disrupt this flow and dismantle the school to prison pipeline, using examples drawn from both schools and prisons. Incorporating perspectives from both 'ends' of the pipeline, the volume provides specific strategies on curriculum, pedagogy, and disciplinary practices that can help redirect our collective efforts from carceral practices to education that will be valuable for all educators in keeping students in school and out of prison"--

## **Culturally Sustaining Pedagogies**

This book explores cultural conceptions of the child and the cinematic absence of black children from contemporary Hollywood film. Debbie Olson argues that within the discourse of children's studies and film scholarship in relation to the conception of "the child," there is often little to no distinction among children by race—the "child" is most often discussed as a universal entity, as the embodiment of all things not adult, not (sexually) corrupt. Discussions about children of color among scholars often take place within contexts

such as crime, drugs, urbanization, poverty, or lack of education that tend to reinforce historically stereotypical beliefs about African Americans. Olson looks at historical conceptions of childhood within scholarly discourse, the child character in popular film and what space the black child (both African and African American) occupies within that ideal.

## **School, Not Jail**

Currently, there is a lack of resources and information regarding how to best understand and support those impacted by incarceration. As the number of people impacted by incarceration rises, it is important that we acknowledge the issues and address the concerns faced by professionals such as social workers and educators that work with families and the most vulnerable populations impacted by incarceration. *Counseling Strategies for Children and Families Impacted by Incarceration* provides in-depth information and background regarding the growing group of children and families impacted by incarceration. It sets out to bridge the gap between community and school counseling, mental health counseling, social work, and social and cultural issues and can be used for skills development and social justice reasons. Covering topics such as school counseling resources, community engagement, and trauma, it is ideal for researchers, academicians, practitioners, instructors, policymakers, social workers, social justice advocates, counselors, and students.

## **Black Children in Hollywood Cinema**

In recent years, a rise in incidents of juvenile delinquency and violence in American schools has led to increasing concern among school administrators, students, parents, and the general public. The frequency of these cases calls into question issues of safety, risk factors, and prevention strategies within the modern school system. *Critical Examination of School Violence and Disturbance in K-12 Education* is an authoritative reference source for the latest research on youth violence in schools, offering a thorough analysis of contributing factors to such incidents and possible solutions to prevent future occurrences. Highlighting relevant issues on zero tolerance policies, historical perspectives, and preventive actions, this book is ideally designed for school administrators, law enforcement, teachers, and researchers actively working in educational environments.

## **Counseling Strategies for Children and Families Impacted by Incarceration**

Critical Examinations of School Violence and Disturbance in K-12 Education

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